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ABSTRACT

Historical trends regarding international educational exchange and factors that have influenced foreign student enrollments in the United States are reviewed and a statistical profile is examined. Since the 1940s the U.S. government has been increasingly active in exchange programs and foreign student activities. Factors influencing foreign student enrollments include the limited opportunity in higher education throughout most of the world, the interest of Americans in closer cultural relations with people from other countries, the pre-eminence of the United States in scientific and technical fields, and the fact that English is a world language. Attention is also directed to the efforts of private and governmental organizations in international educational exchange. Information is provided on foreign students in the United States by country of origin, major, level of study, types of institutions attended, sex, and sources of financial aid. Immigration regulations, university admissions requirements, and university offices for foreign students are reported. The challenges institutions face in responding to the needs of international students, who will continue to come to the United States, are addressed. (SW)

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FOREIGN STUDENTS IN INSTITUTIONS OF HIGHER EDUCATION IN THE U.S.

By

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FOREIGN STUDENTS IN INSTITUTIONS OF HIGHER EDUCATION IN THE U.S.

Introduction

The subject of foreign students is of wide interest in this country; at the same time it is a subject about which there are striking gaps in our knowledge. Unfortunately, the "interest" in foreign students has not resulted in much general knowledge about them. Little knowledge is held in common by Americans about the numbers of students, their countries of origin, immigration regulations, selection procedures and admission policies of universities, and foreign student services provided by American institutions of higher education. In this paper some of these gaps in knowledge will be filled.

The Role of American Education in International Affairs

Learning more about foreign students in the United States requires a basic understanding of why and how they came to study here. Basic motivations behind the desires by students from other countries to study in the U.S. and reasons why they have been encouraged to come--and welcomed--can provide the background information necessary to increase the understanding of everyone about the subject of foreign students today.

The pursuit of learning beyond the boundaries of one's own community, nation, or culture is as old as learning itself. In the United States at the close of the nineteenth century and especially in the first three decades of the twentieth century, due to the efforts of missionaries and the efforts of philanthropical interests, the number of the foreign students in American educational institutions became greatly enlarged.[1]

Foreign students in the United States have been of interest since the Committee on Friendly Relations Among Foreign Students took its first annual census in 1915. It continued this census until 1945. From 1921 until the Committee gave the responsibility for this work to other governmental agencies and private organizations (such as the Carnegie Endowments for International Peace) in the late 1940s, it was aided by the Institute of International Education. The data collected during this time were not consistent or complete from year to year, a fact which has hindered comparative research, but the information is interesting and provides insights into some characteristics, such as country of origin and length of stay, of foreign students during that time period.[2]

In 1949 the Institute of International Education began publishing an annual census of foreign students in its publication Education for One World. Unfortunately, the value of this data collection

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[1]Seth Spaulding et al., The World's Students in the United States: A Review and Evaluation of Research on Foreign Students (New York: Praeger Publishers, Inc., 1976), p. 111.

[2]Cora Alice DuBois, Foreign Students and Higher Education in the United States (Washington: American Council on Education, 1956), xi.

was still not perceived for its potential contribution to research on foreign students. The categories investigated shifted from year to year, therefore, only the broadest of comparisons can be made with this, and previous, data collected about foreign students in the U.S.

In the 1940s the interest of the government in foreign students began to grow. From that time to the present the U.S. government has played "an increasing active role in exchange programs and in foreign student activities."[3] By the end of World War II an important element of change was added to the study and admission of foreign students to American institutions of higher education. The U.S. assumed a new position of responsibility in world affairs which ended the long period of pre-war isolationism. U.S. citizens extended their interests from national affairs to international affairs, and foreign admissions grew as did the interest in--and sometimes emotional reactions toward--foreign students.[4]

The arrival of great numbers of European students after the war had been preceded by European scholars and higher education professors who had been forced from their countries. Soon added to these numbers were students sponsored by U.S. government and private agencies. American "responsibilities" began to include more than the physical rebuilding of war-devastated countries--democratization and re-education became goals to be achieved through the education of foreign nationals in the U.S.[5]

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[3]Spaulding, World's, p. 111.

[4]DuBois, United States, xi, p. 7.

[5]Ibid., vi; and Report of the EWA Study Committee on Foreign Student Affairs, The Foreign Student: Whom Shall We Welcome? (New York: Education and World Affairs, 1964), vi, ix.

The relationship of the American institutions of higher education to the contemporary American situation in world affairs was becoming clear in the 1950s. Though foreign students had long been a part of the scene on American campuses, the situation of foreign students since the end of the second world war was as different from that of the early decades of this century, as the economic and political situation of the nation. For many students in the world, traveling abroad to complete part of their education became a necessary part of their lives and the futures of their countries. This development has been a result of several influences which include the need of newly-emerging nations for well-educated persons in the professions and in other responsible positions, the growing attraction of America for foreign youth, the limited opportunity in higher education throughout most of the world, and the interest of Americans in closer cultural relations with people from other countries.[6] This part of American higher education in facilitating foreign student study has become a permanent part of the expanded role of higher education in the U.S. today.

The reasons mentioned above are short-term factors which have influenced foreign student enrollments. Long-term factors leading to the rise in number of students and which are related to country of origin are the ease of modern travel and the access to areas in which to study which were previously inaccessible to many, the pre-eminence of the U.S. in scientific and technical fields and its lead in

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[6]Report, Foreign Student, vi, ix.

education, and the importance and drawing power of the language--due to the modern emphasis on English as a world language. All of these reasons of fact and attraction have led to enrollment increases from approximate numbers of 9,600 students in 1930 to 300,000 today. Such numbers show a significant minority student body exists, and world affairs and international relations point to the value of a study of foreign students in the U.S.[7]

This minority student body has grown because each year the enrollments of both undergraduate and graduate students are increased by persons sponsored by the U.S. government, international agencies, or by private organizations. The idea of "exchange" as promoted by many of these groups emphasizes the exchange of information and views rather than people. The idea of "international education" is really a difficult objective to achieve through this exchange because education is by nature primarily "national."[8] Students who return to their countries with an American education may be the most effective agents for change on their return to their homes but these agents surely carry American influences on the directions these changes are to take.

Participating in the influencing of the role of American higher education in promoting "democratic" change throughout the world are a number of organizations both private and governmental. In 1950

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[7]"A Bibliography of Periodicals on Comparative Education," Journal of Reading 24 (November 1980):120; Colloquium on the Foreign Graduate Students, The Foreign Graduate Student: Priorities for Research and Action (New York: College Entrance Examination Board, 1971), p. 36; and Spaulding, World's, v.

[8]"Comparative Education," p. 120.

the Carnegie Endowment for International Peace began "a program of studies focused on the relation of American Universities to world affairs."[9] The resources and activities bearing on international relations of eight institutions of higher education were explored and the results published in 1951. In 1952 the U.S. Office of Education, acting primarily as an agent of the Department of State, began a listing of persons receiving government grants which included those in the Foreign Operations Administration. Since 1948 UNESCO has published an annual work, Study Abroad, which is a compilation of quantitative and analytic materials extremely useful in investigative research on foreign students. Other agencies of the government involved in aspects of international education are the International Exchange Service (IES) and the Agency for International Development (AID).[10]

The International Education Research File (IERF) has a "unique body of information" which the Office of International Training of AID began collecting in 1964.[11] Also providing direct help to institutions of higher education are the ICA and the AACRAO. The ICA (International Communication Agency) is a government agency which has the responsibility for helping institutions of higher education improve the process by which students are admitted and placed in American

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[9]DuBois, United States, vi.

[10]Ibid., xii-xiii; and Colloquium on the Foreign Graduate Student, University, Government, and the Foreign Graduate Student (New York: College Entrance Examination Board, 1969), p. 31.

[11]Lee Wilcox, "AID's International Education Research File," College and University 52 (Summer 1977):509.

colleges and universities. It works closely with the AACRAO (American Association of Collegiate Registrars and Admissions Officers) to help higher education institutions carry out their international education activities.[12] The AACRAO has also worked with AID since 1964 to do more than facilitate the process of selection, admission and placement of foreign students in U.S. colleges and universities; it has provided the first in-depth, intensive study of foreign students studying in the U.S.[13] The results of this study have demonstrated that a balance "between the prerogatives of national education and the need for an international outlook" is possible through such a cooperative effort.[14]

The efforts of community leaders, educators, and government officials have also resulted in cooperative experiences which have improved the "climate" for foreign students. Where once foreign students were viewed with wariness and feelings that they were "competing" with Americans, conditions have now been created which promote a more understanding attitude toward foreign students. The growth of the "international" community has created interest in Americans for knowledge of persons from other lands and, as a factor in solving

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[12]Mary Ann Spreckelmayer and Leo Sweeney, "ICA and AACRAO: Partners in International Education," College and University 55 (Summer 1980):365.

[13]James S. Frey et al., "The AACRAO-AID Project," College and University 49 (Summer 1974),:626.

[14]"Comparative Education," p. 121.

declining enrollments in higher education, students from other countries are even actively recruited by some universities.[15]

International education continues to be a very important aspect of higher education today. Though the situation and the students today are very different than in the post World War II period, enrollments continue to climb and the role of American education in the world community continues to expand.

Nearly 3 percent of the enrollments in higher education are foreign student enrollments.[16] Recruiting has especially been a factor in recent years in this aspect of higher education. OPEC countries have been most fertile sources of foreign students (as will be detailed in the next section) and they now represent more than one-third of all foreign students in the U.S.[17] Americans can become educated by this large group of "foreign peers" and learn how to play their parts as world citizens of the international community.[18]

Hospitality toward people from other lands has grown from the curiosity Americans have about them. The result has been the increase in American receptiveness toward these students and, at the university and college level, an increase in the number and sophistication of

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[15]Hugh M. Jenkins et al., "A Data Collection Project on Foreign Student Enrollment in U.S. Colleges and Universities," College and University 53 (Summer 1978):514.

[16]Spreckelmayer, "Partners," p. 365.

[17]Nadine Edles, "Foreign Students in U.S. Colleges and Universities," American Education 16 (July 1980):back cover.

[18]Gary Hoover and Kitty M. Villa, "After You Admit a Foreign Student--What Then?" College and University 54 (Summer 1979):354.

procedures and programs for foreign student education.[19] Increasing mutual understanding between people of different countries is a major goal of international education and one which can be greater facilitated by well-administered programs for foreign students in the U.S.

The Bureau of Educational and Cultural Affairs of the ICA has improved international relations as its major purpose. Building bridges between the U.S. and other countries is the goal. Though education is a slow process, international education is a type of educational process which may, as it grows out of its infancy stage, have an impact greater than may presently be realized.[20]

Statistical Data

The United States plays a major role in the education of students from abroad. Three out of every seven students studying outside their home country are enrolled at a U.S. institution.[21] The significance of this fact must not be overlooked in the long-range planning of institutions of higher education in the U.S. Analyzing data about future enrollment possibilities can help colleges and universities develop this resource of students.

Data collection about foreign students has only recently (the mid-1970s) become more reliable but better reporting is necessary for

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[19]Hugh M. Jenkins, "International Education and NAFSA 1948-1978," International Educational and Cultural Exchange 14 (Summer 1978):16.

[20]Ibid.

[21]Colloquium, "Priorities," p. 36; and Jenkins, "International," p. 16.

the future.[22] Based on what we now know, some conclusions can be made about foreign student populations which can help planners in state and federal governments, the business community and especially in our educational institutions.

For example, the increase in foreign student enrollments has been astronomical--but is this information enough? Data need to be collected which can provide the total picture of this enrollment increase phenomenon and from which reliable predictions about the future can be made.

Comparing and summarizing data from different sources can provide us with some information, though not complete, from which we can obtain at least a partial picture of foreign students in number, country of origin, and major and level of study. For example, a comparison of the 1930 foreign student enrollment with that of 1953 (see Table 1) shows a 300 percent increase. For the same time period the enrollment of American students in American colleges and universities increased only by slightly more than 100 percent.[23] The listing of enrollment increases in Table 1 represents both graduate and undergraduate enrollments combined so no comparison between the two levels and the corresponding levels in American educationc can be made. Though the listing in Table 1 shows total numbers over the 1930 to 1980 period, only selected years were chosen which were found to be reliable according to two or more sources. Data collection has improved but, as mentioned, more needs to be done.

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[22]Jenkins, "Data," pp. 512-513.

[23]DuBois, United States, p. 3.

Table 1

Foreign Student Enrollments in Institutions of Higher Education in the United States

Year	Number of Foreign Students
1930	9,643
1953	33,647
1959	44,536
1964	75,000
1965	82,000
1966	93,700
1969	121,362
1970	147,618
1974	154,592
1975	179,000
1976	219,750
1977	227,066
1978	253,025
1979	286,000
1980	300,000+
(next few years)	(750,000 projected)

SOURCE: Colloquium, Graduate Student, p. 10; Colloquium, Priorities, p. 9; Clive Cookson, "Huge Rise in Overseas Enrollments," The Times Higher Education Supplement 420 (November 21, 1980):6; DuBois, United States, p. 3; John Eddy, "Factors and Guidelines in Foreign Student Guidance," Journal of College Student Personnel 13 (May 1972):252; Edles, "Foreign," back cover; Education and World Affairs, The Overseas Selection of Foreign Students: A Report (New York: Education and World Affairs, 1966), p. 8; Vance W. Grant, "Foreign Students in American Colleges and Universities," American Education 14 (July 1978):back cover; Jenkins, "Data," p. 513; and Report, Foreign Student, p. 2.

The proportion of graduate students among foreign students has been rising steadily. For example, in 1959 the proportion of graduate students was 35 percent of the total. By 1969 it was 45 percent.[24] In 1978 it was up to 47 percent and these representatives of foreign countries were earning 11 percent of all doctoral degrees and 5 percent of all master's degrees in American universities.[25] With this documentation, the record of success of foreign students would appear to be good, if not excellent.

In 1978, foreign students comprised 7 percent of all graduate enrollments, compared with only 2 percent of undergraduate enrollments. Foreign students were therefore most heavily concentrated at universities (4 percent of university enrollments). They comprised 2 percent of enrollments at colleges and 1 percent at two-year colleges.[26] Another interesting statistic is that 8 percent of the foreign student population is studying in community colleges.[27] Foreign students appear to be taking advantage of many levels and types of American higher education.

Students from other countries are also represented in almost all the disciplines but most heavily in a few areas. Foreign students tend to select certain majors most frequently. In recent data,

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[24]Colloquium, Graduate Student, i; and Colloquium, Priorities, pp. 8, 25.

[25]Edles, "Foreign," back cover; and Grant, "Students," back cover.

[26]Jenkins, "Data," p. 515.

[27]Cookson, "Rise," p. 6; and "Foreign Students in U.S. Total 286,800; 35 Pct. from Iran, Other OPEC Countries," The Chronicle of Higher Education 21 (October 20, 1980):18.

foreign (undergraduate and graduate together) students were shown to enroll in the numbers and majors as follow: 78,000 in engineering, 47,320 in business and management, 21,830 in the social sciences and 21,570 in the natural sciences. At the graduate level these students were found to have enrolled most heavily in engineering and agriculture.[28] Obviously the greatest needs of the developing countries lie in these technical areas.

In the 1977-1978 census of foreign students in educational institutions in the U.S., 2,565 institutions reported foreign students in attendance.[29] This is quite an increase as compared with the number of institutions at which foreign students were enrolled in 1969--1846 colleges and universities.[30] This increase could be related to the increased number of students, from 121,362 to 253,025, but the foreign students who come to the U.S. tend to concentrate in a limited number of universities.[31]

The concentration of foreign students at certain universities has increased since 1959. In 1959, 61.4 percent of all foreign students resided at 6.4 percent of American universities. In 1969, the concentration was 86.8 percent at 6.6 percent of American universities. This 6.6 percent represented 137 universities.[32]

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[28]Edles, "Foreign," back cover.

[29]Jenkins, "Data," p. 513.

[30]Eddy, "Factors," p. 252.

[31]Colloquium, "Priorities," p. 9; and Jenkins, "Data," p. 515.

[32]Colloquium, "Priorities," p. 9.

The universities in which these students are concentrated also allow us to look at the concentration of students by state. About 16 percent of all foreign students are in the state of California (approximately 48,000). New York and Texas each account for 8 percent (24,000 each) and are followed in rank order by Illinois, Massachusetts, Florida, Michigan, District of Columbia, Oklahoma and Ohio.[33] The following listing shows the top ten institutions in foreign student enrollment in 1980:

University of Southern California	3,305
Los Angeles City College	3,000
Miami--Dade Community College	2,790
Texas Southern University	2,585
University of Texas at Austin	2,354
University of Wisconsin--Madison	2,092
Columbia University	2,037
University of Michigan	1,941
University of California, Los Angeles	1,907
University of Washington	1,880[34]

California would appear to be becoming an "international" state!

There has been a change in the country of origin of students studying in the U.S. In the 1930s to 1950s, the increase in numbers of students was greatest from the Latin American countries, followed by the Near Eastern and South Asian countries.[35] This situation began to change in the 1960s. By 1968, 20 percent of all Arab and 15 percent of all African students were studying abroad. This increase affected the numbers of students from these developing countries who

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[33]Cookson, "Rise," p. 6; "Foreign Students," p. 18; and Jenkins, "Data," p. 515.

[34]"Foreign Students," p. 18.

[35]DuBois, United States, p. 4.

came to the U.S. to the point that, in 1968 two-thirds of the world's foreign students came from developing countries and one-fourth of the total world foreign students studied in the U.S.[36]

The OPEC countries have shown the most rapid increases in numbers of students coming to the U.S. to study. For example, the numbers of students increased from 14,000 in 1971 to 52,000 in 1975.[37] From 1976 to 1978, the number of students from OPEC countries increased by 71 percent.[38] OPEC countries now contribute 35 percent of all foreign students in the U.S.

Foreign students come from approximately 180 countries. The changes in country of origin since the post-war period when so many European students came to the U.S. is shown by the fact that no European countries are in the "Top Ten." The ten countries sending the most foreign students to the United States in 1979-1980 are as follow:

Iran	51,870
Taiwan	17,530
Nigeria	16,210
Canada	15,270
Japan	12,160
Venezuela	10,010
Saudi Arabia	9,730
Hong Kong	9,600
India	8,590
Thailand	6,500[39]

One can see the heavy emphasis on education in the U.S. for students from OPEC nations, India and Southeast Asia, and Africa. These

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[36]Spaulding, "World's," pp. 118-119.

[37]Jenkins, "Data," p. 515.

[38]Edles, "Foreign," back cover.

[39]"Foreign Students," p. 18.

students account for 55 percent of all the foreign students in the U.S. in 1979-1980.

Iran has headed the list, since 1974, of countries sending the most students to the U.S. Between 1976 and 1978, the number of Iranian students doubled.[40] The number of Iranian students is now more than 55,000. The future for these students is perhaps most uncertain of all.

Differences in the value of education are not related purely to level of development of a country--differences according to sex are also clear. In 1978, 71 percent of all foreign students were male; 77 percent of the graduate students were male.[41] Education abroad for males is a clear priority.

Fifty to 75 percent of the foreign graduate students in the U.S. receive funds from government, university, or private sources; only 25 percent are self-supporting.[42] A foreign country makes an investment in sending students to the United States for an education and the students and their parents make some extensive commitments to education in the United States. Therefore, success is critical. The students, the parents, and the countries want a fair return on their investment.

If the U.S. institutions of higher education can meet the need of foreign students and their countries by providing them with

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[40]Edles, "Foreign," back cover.

[41]Ibid.

[42]Colloquium, "Priorities," p. 40.

the "best" and most relevant education possible, enrollments of foreign students will probably continue to increase. However, not only at the international level but also at the national level, justification is needed for the continued education of foreign students in terms of national and transnational needs and interests. It must be shown that foreign students make a vital contribution both here and on their return home.

Immigration Regulations

Everyone who works with foreign students and foreign scholars needs to have a basic knowledge of the immigration laws and regulations which govern the stays of these students and scholars in the United States. On almost every campus, we can find foreign students, therefore, knowledge for faculty members and administrators about basic Immigration Regulations probably will be useful. Such knowledge can improve the relationship between faculty and foreign students and both can come to have a better understanding of each other.

"Foreign student" is a descriptor of a legal and administrative category of persons. This categorization of this special minority group has implications for administrators and faculties which are both legal and ethical. Though satisfying the rules of the immigration service is the responsibility of the students, faculty members and university administrators have a moral responsibility also to become aware of the rules which govern foreign students. Foreign students are faced with many problems of adjustment and need the

help and support of the university faculty and staff so that problems, especially legal, are minimized.

The immigration office first has contact with the foreign student when he/she arrives in the United States. However, a foreign student, before arrival in the United States, should complete an admissions process. The first step for a student applicant who would like to come to this country is to write a letter to a university or college to request an application form. When the application form is received and completed and the remaining university requirements met, the university sends an I-20 form to the applicant.

It is a requirement of United States Immigration Service that all nonimmigrants (aliens who are not permanent residents of the U.S.) except Canadians, must have a valid passport to enter and remain in the U.S. Passports must be extended, renewed, or reissued by the alien's home government, usually through a consulate or embassy in the United States.[43] The foreign student should apply for a valid passport from his/her own government, then apply for a United States visa.

Visa approval is stamped by a U.S. consular officer on a page of the passport. It indicates that the consular officer has determined the holder is qualified to apply for admission to the U.S. in a particular classification. A valid visa does not insure an alien's entry into the United States; the decision on his actual

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[43]Eugene H. and Marvin Baron, Faculty Member's Guide to U.S. Immigration Law (Washington, D.C.: National Association for Foreign Student Affairs, September 1980), p. 1.

admission is made at the port of entry by an immigration officer, and usually that officer will require certain other information and evidence as to the intentions and good faith of the applicant.[44]

Certain requirements are made known to the students through the Immigration Service prior to their arrival in the U.S. Completing the I-20, showing adequate finances for the first year of study, certifying health status, and stating the desire (a requirement) to return home as soon as school is completed are part of these requirements.[45]

A student enters this country on the basis of the I-20 form issued by the educational institution that student will attend. This form certifies the student is academically admissible, has necessary funding, etc. After arriving here, the student registers with the institution indicated on the I-20 form.[46]

It is important that when a student is issued an I-20 form and he/she arrives in the United States to attend an institution, but does not arrive at the campus, that it is the institution's responsibility to inform the immigration office of this fact. If the student does not come to the United States, even though issued an I-20, the university has an obligation to inform the immigration office.[47]

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[44]Ibid.

[45]Ellis Hammond et al., "Responsible Enrollment Philosophy," College and University 51 (Summer 1976):495.

[46]Smith, Immigration, p. 515.

[47]G. James Haas, "So You Know Nothing About Foreign Admissions," College and University 48 (Summer 1973):585.

Of course it is the responsibility of the institution to report that a student has registered and meets the requirements remaining for student status, that is, the student has been registered as a full-time student.[48]

The I-20 form which the university requires the student to complete shows the immigration inspector that the student is qualified in all ways to be admitted to the United States as an F-1 student. An F-1 student is defined as a person who has a residence in a foreign country to which he/she plans to return, and who is coming to the United States temporarily and solely for the purpose of attending a school previously selected by that student and approved by the U.S. government for foreign student study.[49] If a foreign student wants to enter a school for a summer course, he/she can possibly complete such on the visitor visa. If he/she anticipates a longer stay then he/she needs an I-20 form, also the person must apply for a change in student status from the Immigration Service.[50]

Whenever a foreign student changes his/her immigration office because of a transfer from one American institution of higher education to another, it is extremely important for the student to inform the new local immigration office. The transfer procedure does not mean automatic transfer of information to the new immigration office

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[48]Smith, Immigration, p. 515.

[49]Ibid., pp. 5-6.

[50]Stephen H. Fisher, "Should There Be a Spectrum of Foreign Student Admissions Standards?" College and University 50 (Summer 1975):512.

and if the student does not inform the responsible organization, he/she could be in trouble later.[51]

In order to learn the current legal status of a student, one must see one or more of the documents discussed above. These certify the student as having met the university requirements and as having gained permission to study in the U.S. Every institution which admits foreign students has a specific policy concerning foreign admissions.

University Admissions Requirements

The United States is an enormous and diverse nation. Its colleges and universities number in the thousands, each with its own unique characteristics.[52] The structure of education in the United States differs notably from that in most countries. While educational systems in many areas of the world are national in character and centralized in control, education in the United States is decentralized and diversified. Under the principle of federal government, education is a function of each of the fifty states. Each state has developed a system of public schools and a system of chartering and regulating private schools.[53]

Foreign students are in residence in most of the colleges and universities in the United States and at most colleges and universities

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[51]Cynthia Fish et al., "Guidelines for Foreign Student Admissions," College and University 49 (Summer 1974):634.

[52]Barbara Cahn Connotillo, ed., Practical Guide for Foreign Visitors (New York: Institute of International Education, 1979), v.

[53]Ibid., p. 1.

a Foreign Student Advisor (FSA), whose special responsibility is to help students from abroad in their academic and social adjustment, has an office.[54]

The college or university catalog also provides basic information needed by students. Course offerings, requirements, and general regulations regarding student status are information useful for all foreign students in different levels of study. Because of the different kinds of study available to undergraduates and graduates, the foreign student should become aware of the regulations and criteria which govern his/her level of study. Foreign students have responsibilities for conducting their periods of study in the U.S. in the most efficient way possible.

One of the most important subjects for planners and leaders in higher educational institutions in the U.S. is the way in which to best select foreign students and guide them during their study in the U.S. Helping them understand the "rules" is part of that guidance.

There is general agreement on the importance of careful evaluation in the selection and admission of foreign students.[55] For many university leaders, providing fair and acceptable admissions policies for the foreign student is very difficult because educational policies in the countries of origin are not similar. In some of the countries that do not have external or national exams at the end of secondary

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[54]Ibid.

[55]Colloquium, Graduate Student, p. 5; and Cliff Sjogren and Burdett L. Shearer, "Is Your Institution Really Ready to Admit Foreign Students? Are You?" College and University 48 (Summer 1973):601.

school, it becomes more difficult for American university planners and leaders and other responsible people to determine admission requirements for the foreign student.[56]

However, the student should not be admitted without going through very formal application procedures and furnishing original official records of previous studies. The foreign student (applicant) should be a superior student in his/her own country and must have equivalent years of schooling--twelve years high school equivalency--four years college equivalency, and must know English well, then he/she can expect that the institution chosen in which to study in the U.S. will offer academic work in which he/she can perform satisfactorily.[57]

One of the most important parts in the admission of a foreign student to an American college or university is capability of the student having having a minimum standard of English proficiency is necessary before applying to an American college or university. There are a number of tests of English proficiency, for example, the Test of English as a Foreign Language (Toefl).[58] Some students may be reluctant to take the Toefl exam, and there are other tests which measure English proficiency such as the Michigan-Celt test, and the English Language Centre Report exams (e.g., ALA, ALIGU, ELS).[59] Other

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[56]Fisher, "Standards," p. 504.

[57]Sjogren, "Admit," p. 615.

[58]Eddy, "Factors," p. 253.

[59]Fish, "Guidelines," p. 633.

acceptable English proficiency tests are the American Language Institute, Georgetown University; American University Language Center; and the University of Michigan Test.[60] Each university sets its own requirements for determining language proficiency but it is evident that a substantial number of foreign students are admitted without language screening.[61] On the other hand, many U.S. institutions are using modified open admissions for foreign students with concurrent help in English language.[62]

It is clear that different colleges and universities have different policies to admit foreign students, but all of them have minimum required standards for acceptance of new foreign students. Foreign students must follow the individual institution's policy and criteria and obey American laws in and out of the educational institution. They also have to follow Immigration Service policy and take a minimum number of course hours each semester. Foreign students are treated like Americans in classes and must meet course requirements and take exams the same as American students. However, it is a wonderful opportunity for foreign students to study in American institutions because of the quality of the facilities and the possibilities for improving their knowledge.

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[60]John Aronson, "A Comparison of International Admissions Systems at Four Universities," College and University 47 (Summer 1972): 284; and Haas, "Admissions," p. 582.

[61]Marcine Drescher, "Admission of Foreign Students at the Graduate Level," College and University 55 (Summer 1980):335; and Sjogren, "Admit," p. 607.

[62]Sjogren, "Admit," p. 617.

The International Foreign Student Office

Many colleges and universities become involved in international education through accident rather than plan. However, most have developed an office within the institution which deals solely with foreign students.[63] This office has various names depending on the function it is to serve but the generic name is International Foreign Student Office.

Evaluating the academic credentials of foreign students is a task of the Foreign Student Office--a difficult one. Most institutions vary in how this--and other foreign student-related procedures--are handled because there is no model to follow.[64] Processing student credentials and records, as well as issuing immigration documents to students, can be a complex task for the Foreign Student Admissions Officer.[65]

The Foreign Student Admissions Officer needs, in order to perform the job well, an institutional policy on foreign students which can be used as a guideline for admissions and maintenance procedures. Every college or university should have an "institutional philosophy" and policy governing the acceptance of foreign students.[66] This means

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[63]Billy W. Baker, "The Foreign Transfer Student: Feel and Fact," College and University 50 (Spring 1975):246.

[64]James J. Lewis, "Basic Techniques for International Student Research," College and University 47 (Summer 1972):379.

[65]Gloria Nathanson et al., "International Admissions and Advisement," College and University 55 (Summer 1980):324.

[66]Inge Johnson and Pete Deluca, "How to Establish a Foreign Student Admissions Office," College and University 52 (Summer 1977): 501.

that the university has decided why it wants foreign students on campus, what it can do for these students, and what they can do for the university.[67]

Institutions of higher education in the U.S. which have a significant foreign student population should have a commitment to serving the needs of these students. Establishing an International Foreign Student Office should be a part of this commitment and its goals should be simple.

--effective information dissemination
--rational admissions and financial aid procedures
--orientation for newly arrived students
--superior academic counseling
--advantageous arrangements for shelter and food
--appropriate efforts and guidance in social contacts
--help with legal questions involving the Immigration and Naturalization Service
--wise and humane career and predeparture counseling[68]

It is strongly recommended that the success of an International Foreign Student Office be based on its ongoing contact with the student. Pre-admissions procedures should be followed by orientation, followed by guidance and counseling as needed, and concluding with predeparture preparation. The ultimate success of the study of the foreign student may depend on the success of these procedures.

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[67]Dyre Dyresen et al., "Foreign Student Admission Organization--Four Small Colleges," College and University 48 (Summer 1973): 586.

[68]Colloquium, "Graduate Student," p. 22.

Conclusions

The numbers of foreign students in the U.S. is expected "to grow at a great rate despite all obstacles and barriers presented to them."[69] Foreign students will continue to come to the U.S. to get their education, and they will continue to return home.

As long as students continue to come to the U.S. to study, the problem of providing an "adequate two-way information system" will exist.[70] The admission of foreign students to a college or university is a major assumption of responsibility by those institutions. Providing that communication system is a part of that responsibility.

Meeting responsibilities to foreign students can help, in the long term, both individuals and nations "articulate . . . broaden common goals, national and international"--and individual.[71] The study of study abroad can help institutions of higher education clarify these responsibilities and determine the best ways to meet them.

Despite the problems of intercultural communication, learning in a foreign language, and living in a strange environment, the academic performance of foreign students compares favorably with their American peers. This is also an important point to stress in light of the fact that foreign students are usually measured by the same

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[69]Hammond, "Responsible," p. 495.

[70]Colloquium, "Graduate Student," p. 16.

[71]Spaulding, World's, p. 2.

criteria as American students.[72] Despite this good performance record, a major task still remains for higher education institutions.

Greater student success and contentment, and greater public relations with other countries, will become more achievable if colleges and universities focus on the following three points:

1. Developing an institutional rationale in the admission and education of foreign students.
2. Assuring the quality (relevance) of the American higher education curriculum.
3. Relating foreign student education and training to the development of the country of student origin.[73]

Rationales for these points need to be developed and effective policy implemented to achieve success in these areas.

Institutions of higher education are currently, despite increasing foreign student enrollments, reducing their services for foreign enrollments, reducing their services for foreign students. This is due to increasing costs and declining sources of financial support.[74] However, if higher education institutions are to meet their service ideals, this valuable resource for the development of the international community cannot be overlooked. Education for export is clearly a challenge of the 1980s.

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[72]Ibid., p. 74.

[73]Colloquium, Priorities, p. 360.

[74]Spreckelmayer, "Partners," p. 366.

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